**K-5 ELA Lesson Plan**

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| Teacher:  Keith, Garnett, Stophel, Tanner | | Grade:2nd Grade | | | Date(s): August 28th-August 29th |
| Unit Title:  A Story To Share | | | Corresponding Unit Task: Task 1 Story Map | | |
| Essential Question(s): How does asking and answering questions help to understand key ideas and details while I read? How can a good speaker effectively share a story with an audience? | | | | | |
| Materials/Resources | | | Essential Vocabulary | | |
| Teacher/Student:  [Story Map Organizer](file:///C:\Users\Lisa\Desktop\Common%20Core%20Resources\Story%20Map%20Graphic%20Organizer%20-%20Shortcut.lnk)  Vocabulary Cards  Poster size story paper  Read Aloud Story for Modeled: “Chrysanthemum”  Read Aloud Story for Shared: “Ronald Morgan Goes to Bat”  [Story Map Song](http://flocabulary.com/fivethings/)  [Story Map Rubric](file:///C:\Users\Lisa\Desktop\Common%20Core%20Resources\4%20Point%20Rubric.docx)  Oral Retell Rubric  [2nd Grade Reading Post Assessment](file:///C:\Users\Lisa\Desktop\Common%20Core%20Resources\2nd%20Grade%20Post%20Assessment%20-%20Shortcut.lnk)  [2nd Grade Reading Pre Assessment](file:///C:\Users\Lisa\Desktop\Common%20Core%20Resources\2nd%20Grade%20Pre%20Assessment%20-%20Shortcut.lnk)  [Story Map PowerPoint](file:///C:\Users\Lisa\Desktop\Common%20Core%20Resources\Story%20Map%20-%20Shortcut.lnk)  [Task 1 Story Map Checklist](C:\\Users\\Bianca\\Desktop\\Task 1 Story Map Checklist.docx) | | | | Plot- the actions or events in a story, book, movie, or play  Characters- a person or thing that is doing the action in the story or had a part in the story.  Setting- a time and or place a story happens  Conflict- an event or situation that a character has to fix or figure out  Story Map-A chart or graphic organizer that is used to identify story characters, plot, setting, problem, and solution.  Retell-to tell a story again using key ideas and details with your own choice of words. | |
| Learning Experience(s) | | | | | |
| Gradual Release of Responsibility:  X Modeled  X Shared   * Guided Practice * Independent | Reading  Standards:  RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  RL.2.5. - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  L.2.3. - Use knowledge of language and its conventions when writing, speaking, reading or listening.  I Can Statement(s):   * I can demonstrate understanding of a text’s Characters, Setting, and Plot. * I can answer who, what, when, where, why, and how questions to demonstrate understanding of key details in a given text.   Instructional Plan:   * Start the pre assessment using familiar books from the classroom library to assess the students’ prior knowledge of the different story elements. Begin the lesson by explaining to the students that as a groups they will be using a story map/graphic organizer to help them understand the key elements (Characters, Setting, or Plot) * Students will be shown a poster size example of the story map and as whole group discuss each element. They will also use vocabulary words that accompany the story. * Story Map Song will also be used to reinforce the concept.   Modeled ( I Work you Watch) Day 1   * After completing the introduction of the story map and vocabulary words The Teacher will model the habits of a good reader for the story “ Ronald Morgan Goes to Bat” Thinking Clouds will be used as a visual aid to show the thinking process. The Teacher will continue to model the correct way to complete the story map step by step. Finally the Teacher will orally retell the story using the completed story map.   Shared (We Work Together) Day 2   * Students will listen to the audio CD of “Ronald Morgan Goes to Bat” as a whole group. The Teacher will remind students will use the anchor chart to listen for the Setting, Characters and Plot of the story. The students will also use their thinking clouds as good readers during the story. Finally, at the conclusion of the story the class will discuss the different story elements that they identified in the story and reference the pages in the text to prove their findings. As a whole group we will complete the story map and the story will be retold by the teacher emphasizing the story elements. | | | | |
| Gradual Release of Responsibility:   * Modeled * Shared * Guided Practice   X Independent | Writing  Standards:  W.2.8 Recall information from experiences or gather information from provided sources to answer a question.  I Can Statement(s):   * I can gather information from other resources to answer questions   Instructional Plan:  (Day 1)   * Each student will be given a short passage to read independently. The students will use the strategies they learned to complete the story map in “Ronald Morgan…..” They will read the passage and identify all of the story elements on the graphic organizer in complete sentences.   (Day 2)   * Finally the teacher will observe and listen to the students retell the story using the retell checklist.   Independent Reading Passage\_(Teacher Selection) | | | | |
|  | Word Study  Standards:  L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies  a. Use sentence-level context as a clue to the meaning of a word or phrase.  I Can Statement(s):   * I can understand the meaning of unknown and multiple-meaning words and phrases (story map, characters, setting, plot, problem, and solution) by using reference materials.   Instructional Plan:  (Day 1)   * Students will be introduced to a Power Point presentation of the Story Elements Interactive Website and also the “Story Map Song”. Students will practice with a partner the Story Map Song to reinforce the new vocabulary word. They will use the Story Element Website to practice also.   (Day 2)   * Tier I & II Vocabulary: clutched, instead, terrific, sailed, certainly   Power Point of [Amazing Words Waltke’s Web (Scott Foresman)](http://classroom.jc-schools.net/waltkek/Second2.html) | | | | |
| Gradual Release of Responsibility:   * Modeled * Shared * Guided Practice   X Independent | Speaking & Listening  Standards:  SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  I Can Statement(s):   * I can tell a story with descriptive details.   Instructional Plan:  (Day 1-2)   * Students will refer to their completed story maps and retell the story using clear sentences with their own details. | | | | |
| Closing/Summarizing Strategy | The teacher will revisit the “ I can Statements” and the students will share what they learned about each story element. Students will do a partner share and discuss the story elements. | | | | |
| Differentiation Strategies | | | | | |
| Extension | | Intervention | | | Language Development |
| Students will use their story map to organize the Beginning, Middle and Ending of the story “Ronald Morgan Goes to Bat”….character, setting and plot will be included | | Florida Center for Reading to extend and reinforce retelling and story elements  Narrative Text Structure  C.005  C.006  C.007 | | | Story map, vocabulary cards and students illustrations will be posted in the classrooms. |
| Assessment(s) & Reflection | | | | | |
| Assessment(s):  Students will be assessed by their individual story maps and writing samples. | | | | | |
| Teacher Reflection: (Next steps?) | | | | | |

***Note: This template does not reflect the lesson plans for Guided Reading.***

**K-5 ELA Lesson Plan**

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| --- | --- | --- | --- | --- | --- |
| Teacher:  Keith, Garnett, Stophel, Tanner | | Grade:2nd Grade | | | Date(s): August 30th-August 31st |
| Unit Title: A Story to Share | | | Corresponding Unit Task: Task 1 | | |
| Essential Question(s): How do characters develop throughout a story? | | | | | |
| Materials/Resources | | | Essential Vocabulary | | |
| Teacher/Student:  Story Map Organizer  Vocabulary Cards  Poster size story paper  Read Aloud Story for Modeled:  Read Aloud Story for Shared:  Story Map Song  Story Map Rubric  Oral Retell Rubric | | | | Plot- the actions or events in a story, book, movie, or play  Characters- a person or thing that is doing the action in the story or had a part in the story.  Setting- a time and or place a story happens  Conflict- an event or situation that a character has to fix or figure out  Story Map-A chart or graphic organizer that is used to identify story characters, plot, setting, problem, and solution.  Retell-to tell a story again using key ideas and details with your own choice of words. | |
| Learning Experience(s) | | | | | |
| Gradual Release of Responsibility:   * Modeled * Shared   X Guided Practice  X Independent | Reading  Standards:  RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  RL.2.5. - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  RL.2.10. - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  I Can Statement(s):   * I can demonstrate understanding of a text’s Characters, Setting, and Plot. * I can answer who, what, when, where, why, and how questions to demonstrate understanding of key details in a given text.   Instructional Plan:  Day 3: Teacher will read aloud, Crow Boy by Taro Yashima. Students will then complete a story map in pairs/groups. Teacher will facilitate as students discuss the story elements.  Day 4: Students will receive a fresh read or a passage. They will read and complete a story map independently. They will demonstrate their understanding of characters, setting, and plot. | | | | |
| Gradual Release of Responsibility:  X Modeled  X Shared  X Guided Practice  X Independent | Writing  Standards:  W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words *(e.g., because, and, also)* to connect opinion and reasons and provide a concluding statement or section.  I Can Statement(s): I can create a graphic organizer and use it to write a detailed story.  Instructional Plan:   * Prompt: Write about a time you tried something new that you have never done before. * Demonstrate how to create a graphic organizer. Discuss ideas for a story that fits the prompt and demonstrate how to fill in ideas on the graphic organizer. * Students begin to brainstorm and create their own graphic organizers. | | | | |
| Gradual Release of Responsibility:  X Modeled  X Shared  X Guided Practice  X Independent | Word Study  Standards:  L.2.1. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.2.2. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.2.4a. - Use sentence-level context as a clue to the meaning of a word or phrase.  I Can Statement(s): I can distinguish the difference between short and long vowels.  Instructional Plan:   * Teacher will model the difference between short and long vowels by explaining spelling patterns and rules. * Students will complete a building word activity using the following letters: a,c,e,g,i,k,n,s,u. Examples: sack, sink, sank, sung, etc. | | | | |
| Gradual Release of Responsibility:   * Modeled   X Shared   * Guided Practice * Independent | Speaking & Listening  Standards:  SL.2.1. - Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).   SL.2.4. - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  I Can Statement(s): I can tell about a time I tried something new that I’ve never done before.  Instructional Plan:  •Students discuss times that they tried something new during writing brainstorming session (see above). | | | | |
| Closing/Summarizing Strategy | Review the EQs and students should respond in their response logs.  Review how to be a team player (classroom management). | | | | |
| Differentiation Strategies | | | | | |
| Extension | | Intervention | | | Language Development |

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| Students can add more specificity to the story map by using descriptive vocabulary to describe the plot and setting. | Students can use sticky notes as they read to record information to later transfer to their story map. | Language proficiency levels will be taken into account to modify the assessment if needed to ensure success. |

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| Assessment(s) & Reflection | | |
| Assessment(s):  Task 1 Story Map Checklist  Writing Baseline | | |
| Teacher Reflection: (Next steps?) | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

K-5 ELA Lesson Plan

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| --- | --- | --- | --- | --- | --- |
| Teacher:  Tanner, Stophel, Garnett, Keith | | Grade: 2 | | | Date(s):  September 4th-6th 2012 |
| Unit Title:  T-Chart | | | Corresponding Unit Task:  Task 2 T-chart | | |
| Essential Question(s):  How do major events and challenges impact character development over the course of a story?  How do illustrations and words in text provide additional information about the characters, setting and plot in a story? | | | | | |
| Materials/Resources | | | Essential Vocabulary | | |
| Teacher/Student:  Just Like Josh Gibson by Angela Johnson  Three of the Greats by Greg Rogers  Women in Baseball by Carl Thomas  T-chart  [Events and Challenges Sort](file:///C:\Users\Bianca\Common%20Core%20Resources\Events%20and%20Challenges%20Sort.docx)  [Single Character Event T-chart](file:///C:\Users\Bianca\Common%20Core%20Resources\Single%20Character%20Event%20Challenge%20T%20Chart%201.pdf) (1)  [Single Character Event T-chart (2)](file:///C:\Users\Bianca\Common%20Core%20Resources\Single%20Character%20Event%20Challenge%20T%20Chart%202.pdf)  [Multi Character Event T-chart (1)](file:///C:\Users\Bianca\Common%20Core%20Resources\Multi%20Character%20Event%20Challenge%20T%20Chart%201.pdf)  [Multi Character Event T-chart (2)](file:///C:\Users\Bianca\Common%20Core%20Resources\Single%20Character%20Event%20Challenge%20T%20Chart%202.pdf) | | | | Who?  What?  When?  Why?  Where?  How?  Major Events  Challenges  Characters  Setting  Plot | |
| Learning Experience(s) | | | | | |
| Gradual Release of Responsibility:  X Modeled   * Shared * Guided Practice * Independent | Reading  Standards:  RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  RL.2.3 Describe how characters in a story respond to major events and challenges  I Can Statement(s):  I can identify the major challenges that the character has to overcome    Instructional Plan:  Day 1   * The Teacher will explain the challenges that he/she had with a particular subject in school. Then the teacher will model how to fill in the T-chart for the activity. A few students will volunteer and give a list of challenges that they have had so far in school.   Day 2   * The Teacher will in a whole group setting read “Tiger and Lions” on page 299 in 2.2 basal. They will complete the T-Chart and categorize the elements of a great baseball team and how to work together for a common goal.   Day 3   * The Teacher will continue with the review of the story “Tiger and Lions” and the T-chart. Students will pair up with a partner to compare the information they collected to prepare them for the writing component. | | | | |
| Gradual Release of Responsibility:  X Modeled  X Shared  X Guided Practice   * Independent | Writing  Standards:  W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.  I Can Statement(s):  I can write a complete sentence using my graphic organizer.  I can identify the major challenges that the character has to overcome  Instructional Plan:  Day 1   * Teacher will work together with the class to complete the T-chart that incorporates a time when they had difficult time with learning a new sport.   Day 2   * Teacher will review the information that was filled in the T-chart from the previous day and incorporate it in a four to five sentence paragraph.   Day 3   * The teacher and students will take the paragraph and do editing and rewriting to complete a strong paragraph. | | | | |
| Gradual Release of Responsibility:  X Modeled  X Shared | Word Study  Standards:  L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies  RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.  a. Distinguish long and short vowels when reading regularly spelled one-syllable words  I Can Statement(s):  I can understand the meaning of unknown words by using the CVCe pattern.    Instructional Plan:  Day 1   * The teacher will write the word twice on the board and have the students read it. The students will be reminded that they can read this word because they know the long vowel sounds. (repeat the process with made, code, and fuse) Next the teacher will ask students what strategies they use when they come to a new word. Model doing this strategy using cage, slice, pose and trace.   Day 2   * The teacher will review the strategy that they used on the previous day and go over the long CVCe vowels. They will as a class do a Phonics Song to the tune of [BINGO](http://childstoryhour.com/nurseryrhymes3.htm) * [Race into Space](file:///C:\Users\Bianca\Common%20Core%20Resources\Race%20into%20Space.docx) * Words to know: race, age, twice, close, rose, space, nice, page, ice, place, hose, spaceship   Day 3   * Teacher will review the long vowel sounds and allow students to write each word on note cards. The children will pair up with a partner and try to spell their words doing a pair spelling bee. Finally the students will choose six words and write complete sentences with them. | | | | |
| Gradual Release of Responsibility:  X Independent | Speaking & Listening  Standards:  SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.  I Can Statement(s):  I can tell a story with descriptive details.  Instructional Plan:  Students will refer to their t-chart and retell the story using clear sentences. | | | | |
| Closing/Summarizing Strategy | I will revisit I can statements and students will share what they learned about the proper information to complete a T-chart. | | | | |
| Differentiation Strategies | | | | | |
| Extension | | Intervention | | | Language Development |
| Students will use the t-chart to write a beginning, middle and ending paragraph | | Continue to assist those students that have some difficulty with notes and illustrations | | | Story Map, vocabulary cards and T-charts will be posted in the classroom |
| Assessment(s) & Reflection | | | | | |
| Assessment(s):  Students will be assessed by their completed t-chart and other class work. | | | | | |
| Teacher Reflection: (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

**K-5 ELA Lesson Plan**

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| --- | --- | --- | --- | --- | --- |
| **Teacher:**  **Tanner, Stophel, Garnet, Keith** | | **Grade: 2** | | | **Date(s)**: September 7th & September 10th |
| **Unit Title:**  **Unit 1: A Story to Share** | | | **Corresponding Unit Task: 3 (Interview)** | | |
| **Essential Question(s):**   * How does asking and answering questions help me to understand key ideas and details while I read? * How do characters develop throughout a story? * How do illustrations and words in a text help readers comprehend what they read? * How do good writers share their opinion with readers? * How do good writers tell the story of someone else’s life? * How can a good speaker effectively share a story with an audience. | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Reading Street 2.1 textbooks (A Weed is a Flower by Aliki)** * **Document camera** * **Paper** * **Pencils** * **Art supplies** * **Story Maps** * **T-Charts** | | | | * **character** * **plot** * **setting** * **problem** * **solution** * **organization** * **story map** * **T-chart** * **challenge/event** * **response** * **genre** * **text (instead of “story”)** * **biography** * **interview** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled   Shared  Guided Practice   * Independent | **Writing**  **Standards:**  **W. 2.5 -** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  **W. 2.8 -** Recall information from experiences or gather information from provided sources to answer a question.  **L. 2.1 -** Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.  **L. 2.2 -** Demonstrate command of standard English capitalization, punctuation, and spelling when writing.  **I Can Statement(s):** I can create a graphic organizer and use it to write a detailed story.  **Instructional Plan:**  **Day 1:** Teacher will model proper sentence structure, punctuation, capitalization, etc.  **Day 2:** Students will begin their interviewing assignment by interviewing each other, this will help with forming questions. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RL.2.1 –** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.  **RL.2.3 –** Describe how characters in a story respond to major events and challenges.  **I Can Statement(s):**   * I can create a story map to identify the main parts of a story. * I can read a story and create a T-Chart to identify challenge’s and the character’s response to the challenge. * I can identify major events and challenges in a story. * I can share ideas about the ways characters respond to major events and challenges.   **Instructional Plan:**  **Day 1:** Take out Reading Street textbooks 2.1 – A Weed is a Flower by Aliki.   * Discuss the genre: biography. * Read the story aloud as students follow along in their books. * Discuss the characters, setting, and plot (reviewing these vocabulary words). * Together, complete a story map. (Use the document reader so that students can complete a copy with the teacher.) * Have students work in pairs to create a T-Chart with at least 2 challenges/responses. * Group share time.   **Day 2:** Students will reread with a partner.   * Students work together to complete a T-chart for A Weed is a Flower. * Students share their group’s T-chart with the class. | | | | |
| **sGradual Release of Responsibility:**  Modeled  Shared  Guided Practice   * Independent | **Speaking & Listening**  **Standards:**  **SL.2.1 –** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions. 2. Build on others’ talk in conversations by linking their comments to the remarks of others. 3. Ask for clarification and further explanation as needed about topics and texts under discussion.   **I Can Statement(s):**   * I can identify the challenges and events that effect the characters and their actions. * I can understand the character’s problem and identify the solution.   **Instructional Plan:**  **Day 1:** Students will present their T charts with events and challenges that occurred in the story.  **Day 2**: Students will present the classmate that they interviewed to the class by answering the questions they brainstormed. | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared   * Guided Practice   Independent | **Word Study**  **Standards:**  **L.2.2d** – Generalize learned spelling patterns when writing words.  **I Can Statement(s):**   * I can use spelling patterns to correctly spell new words.   **Instructional Plan:**  **Day 1:** Consonant Blends:: Word Sorts –and, -ump, -ace, -ide (Teacher Edition 2.1)  **Day 2: Vocabulary/Word Work (Tier I/Tier II)**  college, agriculture, laboratory, greenhouse, kidnap, discouraged, outstanding, experiment, devotion | | | | |
| **Closing/Summarizing Strategy** | * **Review of Story Map Checklist and T-Chart rubric.** * **Review of “I Can” statements.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students can add another column to the T-chart explaining how he/she would have responded to that event/challenge and why.** | | **Teacher identifies the number of characters and/or challenges for student.** | | | **Classroom anchor charts will be posted as visual reminders.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Informal assessment of Story Map and T-Chart completed during class. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

**ELA Unit 1 Task 3**

**K-5 ELA Lesson Plan**

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| --- | --- | --- | --- | --- | --- |
| **Teacher:**  **Tanner, Keith, Stophel, Garnet** | | **Grade:**  **2nd** | | | **Date(s)**: Day 1  **September 11th** |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task:**  **Story Map** | | |
| **Essential Question(s):**   * How does asking and answering questions help me to understand key ideas and details while I read? * How do characters develop throughout a story? * How do illustrations and words in a text help readers comprehend what they read? * How do good writers share their opinion with readers? * How do good writers tell the story of someone else’s life? * How can a good speaker effectively share a story with an audience. * What does an interview look like? * What are the components of an interview? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Anchor Chart/Markers**  **Chart Paper**  [**Mock Interview Clip**](file:///C:\Users\Bianca\Downloads\Interviewing_a_Veterinarian.wmv) | | | | **Interview**  **Audience**  **Question**  **Biography** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * ***Modeled*** * Shared * Guided Practice * Independent | **Reading**  **Standards: Standards:**  **RL. 2.3 Describe how characters in a story respond to major events and challenges.**  **RI.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **I Can Statement(s): I can explain what a interview looks and sounds like.**  **Instructional Plan:**  *Warm-Up-Watch the video on the link above. It’s a video of some students interviewing a Community Member: Veterinarian*   * Tell students what they watched was an interview that was conducted. Inform students that for the next several days they are going to learn how to prepare for an interview as well as conduct an interview. * Teacher will then discuss how some questions should reflect certain areas such as, Background, Challenges, How they Overcame Challenges. After students watch the interview, teacher must go over the protocol. (How to prepare, questions you want to ask, how do you speak, etc…) | | | | |
| **Gradual Release of Responsibility:**   * ***Modeled*** * ***Shared*** * Guided Practice * Independent | **Writing**  **Standards: W.2.8. Recall information from experiences or gather information from provided sources to answer a question.**  **I Can Statement(s):** I can brainstorm questions to ask during an interview  Instructional Plan:  Inform students that when you conduct an interview the first you thing you do is brainstorm (think) of questions to ask. They will fall under three areas (Background, Challenges, Overcoming Challenges)  Come up with an anchor chart of questions that you could ask someone.  FIRST come up with a question that represents each domain. THEN encourage students to add questions to each category. *(Post this anchor chart so that students can refer back to this during the presentation)* | | | | |
| **Gradual Release of Responsibility:**   * Modeled * ***Shared*** * Guided Practice * Independent | **Word Study**  **Standards: L2.1** Use sentence-level context as a clue to the meaning of a word or phrase  **I Can Statement(s):** I can use spelling patterns to correctly spell new words.  **Instructional Plan:**  Students will complete dictation sentences. Teacher will hear the sounds of the slowly read sentences to encourage them to use the word wall and correctly spelling high frequency words. (Teacher Edition: 2.1 page 70d) | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:** **S.L 2.1 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**  **I Can Statement(s): I can listen to what an interview looks and sounds**  **Instructional Plan:**  In reading students will be listening to what an interview looks and sounds like. In writing students will share their questions that they brainstormed. | | | | |
| **Closing/Summarizing Strategy** | **Turn and talk to a neighbor: What did you learn about an interview today? What is something that you are still confused about?**  **OR**  **Pick 3 questions that you would ask someone if YOU were to interview them.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will write a reflection about the interview process.**  **Send a thank you note to the person they interviewed.** | | **Proud access to materials for additional support:**  **Sight Word List Paper**  **Two Column Notes** | | | **Vocabulary cards and T-Chart Anchor Charts**  **Modify/Scaffold Interview Questions** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Students will be assessed on how well they can identify how a character responds to events on the following day. Informally, students will be assessed on how well they can distinguish fact and opinion in Word Study and Writing. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading*

K-5 ELA Lesson Plan

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Teacher:  Tanner, Stophel, Garnett, Keith | | Grade:  2nd | | | Date(s): 5 days  September 12th -18th 2012 |
| Unit Title:  Biographical Writing | | | Corresponding Unit Task:  Biographical Writing/Task 4 | | |
| Essential Question(s):  How do good writers tell the story of someone else’s life?  How can a good speaker effectively share a story with an audience? | | | | | |
| Materials/Resources | | | Essential Vocabulary | | |
| Teacher/Student:   * Helen Keller 2.2 student edition * Special Beach Day by Donna Foley * Here Comes a Storm by Melissa Burke * Watch Out by Donna Foley * Paper * Pencils * [Interview notes](file:///C:\Users\Lisa\Desktop\Common%20Core%20Resources\Community%20Member%20Interview%20Student%20Notes.doc) * [Written Interview](file:///C:\Users\Lisa\Desktop\Common%20Core%20Resources\Community%20Member%20Interview%20Written%20Report.doc) * [Power Point Biography](file:///C:\Users\Lisa\Desktop\Common%20Core%20Resources\Community%20Member%20PPT%20Template.pptx) * [Biography graphic organizer](http://www.busyteacherscafe.com/worksheets/writing_workshop/biography%20graphic%20organizer.pdf) * [Biography graphic organizer (Spanish)](http://www.busyteacherscafe.com/worksheets/writing_workshop/biography%20graphic%20organizer_spanish.pdf) * [Task #4 Biographical Writing Rubric](file:///C:\Users\Lisa\Desktop\Common%20Core%20Resources\Biographical%20Writing%20Rubric.doc) * [www.infoplease.com/people.html](http://www.infoplease.com/people.html) (biographies) * [Bio Cube](http://www.readwritethink.org/classroom-resources/lesson-plans/getting-know-developing-short-999.html?tab=4#tabs) * [Scholastic.com](http://www.scholastic.com/tbw/viewBooklist.do?dp=%3D%3FUTF-8%3FB%3FYm9va2xpc3RJZD05OTg1MDQmc2hhcmVkPXRydWU%3D%3F%3D)- This website provides biographies for purchasing. | | | | * organization * graphic organizer * information writing * biography * opening statement * concluding statement * transition words * details * drafting * revising * editing * publishing * analyze * text * Peer editing | |
| Learning Experience(s) | | | | | |
| Gradual Release of Responsibility:  X Modeled  X Shared | Reading  Standards:  RI.2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrateunderstanding of key details in a text.  RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  I Can Statement(s):  I can read and understand a biography.  Instructional Plan: (5 day plan)   * Model reading a biography (see sites above) and pulling information to record into the correct sections of the biography graphic organizer. * *(Optional)* Use the notes area with the power point template to further assist in the final power point process for Task 5 | | | | |
| Gradual Release of Responsibility:  X Modeled  X Shared | Writing  Standards:  W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  I Can Statement(s):  I can write and edit my writing.  Instructional Plan: (5 day plan)   * Using the notes from the interview, teacher models the appropriate ways to fill in the biography graphic organizer. (birth date and place, background, challenges, events, describing, etc.) (day 1-2) * When the graphic organizer is complete the teacher will model how to write an opening statement, concluding statement, in the paragraph the teacher will use transition words and strong adjectives.(day 3-4) * The draft will be completed and then edited (day 5)   Additional Writing Help   * Provide teacher guidance and support as students develop and strengthen their writing in the revising and editing stages. * Review the writing expectations by sharing & discussing the rubric. * [Peer Edit With Perfection](http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html)- Great tools for teaching peer editing from Read, Write, Think * [Editing Checklist](http://www.readwritethink.org/files/resources/lesson_images/lesson856/edit.pdf)- Use or modify this editing checklist from Read, Write, Think to use with students. | | | | |
| Gradual Release of Responsibility:  X Guided Practice | Word Study  Standards:  L.2.2d – Generalize learned spelling patterns when writing words.  L.2.2 e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are* *happy that makes me happy*).  I Can Statement(s):  I can use spelling patterns to correctly spell new words.  Instructional Plan:   * Comparative Endings activity – page 428c,d in Teacher’s Edition * The Latest Ideas( Phonics Songs and Rhymes Chart) tune to [My Bonnie Lies Over the Ocean](http://childstoryhour.com/nurseryrhymes19.htm) * Vocabulary: bigger, hottest, prettier, latest, finer, busiest | | | | |
| Gradual Release of Responsibility:  X Independent | Speaking & Listening  Standards:  SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.  a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  b. Build on others’ talk in conversations by linking their comments to the remarks of others.  c. Ask for clarification and further explanation as needed about the topics and texts under discussion.  SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences  I Can Statement(s):  I can recall information about my biography.  Instructional Plan:  Students will work collaboratively during the peer editing process. | | | | |
| Closing/Summarizing Strategy | * Review of “I Can” statements. * Review the writing process. | | | | |
| Differentiation Strategies | | | | | |
| Extension | | Intervention | | | Language Development |
| Create a timeline along with the biography. | | Teacher will support the student in using the notes to place into the correct categories of the graphic organizer. | | | The classroom will have a list of transition words on the word wall and their biographical writing will be posted. |
| Assessment(s) & Reflection | | | | | |
| Assessment(s):  Task #4 Biographical Writing Rubric | | | | | |
| Teacher Reflection: (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

K-5 ELA Lesson Plan

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Teacher:  Tanner, Stophel, Keith, Garnett | | Grade: 2 | | | Date(s): Sept 19th -25th |
| Unit Title: A Story to Share | | | Corresponding Unit Task: Task 5 – Stay Tuned | | |
| Essential Question(s):  How does asking and answering questions help me understand key ideas and details while I read?  How do characters develop throughout a story?  How do illustrations and words in a text help readers comprehend what they read?  How do good writers share their opinion with readers?  How do good writers tell the story of someone else’s life? How can a good speaker effectively share a story with an audience? | | | | | |
| Materials/Resources | | | Essential Vocabulary | | |
| Teacher/Student:  Copies of Post Assessment  Interviews/Summaries completed in Task 3  A Weed is a Flower (SF reader Unit 3) Audio CD  Power Point Template  SF Phonics and Rhymes Chart  Task 5 Stay Tuned (Power Point) rubric  Observer Sheet for students (listening to Power Point presentations)  Adjectives/Adverbs sort  Writing Dictation sentences (SF Unit 1 Teacher’s Edition)  Chart Paper for graphic organizers  Paper  Pencils  Markers | | | | key idea story  plot setting  major events topic  capitalization facts  context clues noun  conventions verb  punctuation opinion  details adjectives  adverbs period  question characters | |
| Learning Experience(s) | | | | | |
| Gradual Release of Responsibility:  X Modeled  X Shared   * Guided Practice * Independent | Reading  Standards:  RL.2.1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  RL.2.3. Describe how characters in a story respond to major events and challenges.  RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  RI.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  I Can Statement(s):   * I can ask and answer who, what, where, when, why and how questions. * I can describe how characters in a story respond to major events and challenges. * I can use information gained from illustrations in a text. * I can demonstrate understanding of a story’s character, setting and plot. * I can read and comprehend stories and informational text.   Instructional Plan:  Day One –   * Whole Group: Teacher will read the biography of Helen Keller, linking their prior knowledge from the story read in task 4. * Partner Work: Students do mock interviews of Helen Keller. They will engage in questions and answers through discussions of Helen Keller.   Day Two –   * Whole Group: Read or listen to audio CD of A Weed is a Flower (SF Unit 3). Discuss information and facts learned about George Washington Carver. Teacher /students will create an anchor chart to provide students with some prior knowledge going into day 3.   Day Three –   * Whole Group: Recall A Weed is a Flower. Students assist in creating a timeline about George Washington Carver.   Day Four –   * Whole Group: Reread Josh Gibson (Task 2). Create a graphic organizer web of facts about Josh Gibson. Compare to web of George Washington Carver.   Day Five –   * Independent Work: Students complete Unit One Post Assessment. | | | | |
| Gradual Release of Responsibility:  X Modeled  X Shared  X Guided Practice  X Independent | Writing  Standards:  W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  I Can Statement(s):   * I can write informative pieces and use facts when writing. * I can focus on one topic and improve my writing by revising. * I can use digital tools to help me produce and publish writing.   Instructional Plan:  Day One –   * Whole Group: Teacher models creation of Power Point presentation based on interview with community member guest (or staff member) from Task 3.   Day Two –   * Whole Group: Teacher reviews Power Point modeled on Day One and shared rubric with students. Teacher will discuss specific expectations based on rubric levels, i.e. reviewing goals to achieve a 3 or above as stated in rubric. * Independent Work: Students will begin creating Power Point slides by putting information on sheets of paper (to later bring to computer lab). Teacher can instruct students to number pieces of paper (paper can be folded into boxes) to help them organize Power Point slides. Teacher could also print slides from Power Point template for students to write on.   Day Three –   * Whole Group: Teacher revisits modeled Power Point presentation and reviews rubric with students. * Independent Work: Students will continue to work on Power Point presentations.   Day Four –   * Whole Group: Teacher will role-play with students appropriate habits of a good listener/speaker during presentations in preparation for student Power Points. * Independent Work: Students present Power Point slides to the class. * Independent Work: Students can complete a teacher-created “observer sheet” for students to take notes during presentations. This can also be used as an assessment for active listening.   Day Five –   * Independent Work: Students present Power Point slides to the class. * Independent Work: Students can complete a teacher-created “observer sheet” for students to take notes during presentations. This can also be used as an assessment for active listening. | | | | |
| Gradual Release of Responsibility:  X Modeled   * Shared * Guided Practice * Independent | Word Study  Standards:  L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).  I Can Statement(s):   * I can use words that describe what I’ve learned while talking and reading. * I can identify when to appropriately use an adjective or adverb.   Instructional Plan:  Day One –   * Whole Group: Teacher continues to model how to use keyboard (have sample on projector). * Independent Work: Students practice spelling weekly words using keyboarding skills.   Day Two –   * Whole Group: Teacher will review adjectives and adverbs using a Power Point presentation. * Small Group Work: Students will complete an adjectives and adverbs sort.   Day Three –   * Whole Group: Review inflected endings using Phonics Songs and Rhymes Chart, “Exploring the Desert” (see SF Unit One page 98C Teacher’s Edition). * Independent Work: Students will participate in writing dictation using words with inflected endings (see SF Unit One page 98D Teacher’s Edition).   Day Four –   * Independent Work: Students will complete Spelling Assessment (inflected endings).   Day Five –   * Whole Group: Teacher will introduce new Spelling list – consonant digraphs. Teacher will model blending strategy for consonant digraphs as identified on pg. 128n in SF Unit 2.1 teacher manual. (ex. /ch/ show sound spelling card…/ch/alk =/ch/..a.l.k) Teacher will invite students to model sounds: /ch/, /th/, /wh/ and /sh/. Teacher will provide words and students will practice the sounds in words. (church, shy, those, whale..etc). * Partner Work: Students will participate in a “mix/pair/share” activity using word cards with the diagraph matching the endings. Students will find a partner in the room, build their word then share the new word with the whole class. | | | | |
| Gradual Release of Responsibility:   * Modeled   X Shared  X Guided Practice  X Independent | Speaking & Listening  Standards:  SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on others’ talk in conversations by linking their comments to the remarks of others. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion.   SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  I Can Statement(s):   * I can discuss text in small and large groups, following the rules of discussion. * I can link what I say to what others have said. * I can ask for help when I need it. * I can tell a story that is true and makes sense.   Instructional Plan:  See Reading and Writing plans where students are participating in class presentations. | | | | |
| Closing/Summarizing Strategy | * Evidence of completion and presentation of Power Point presentation. * Daily review of “I Can” statements. | | | | |
| Differentiation Strategies | | | | | |
| Extension | | Intervention | | | Language Development |
| Students who complete their Power Point presentation can complete a slide notes template (based on their community member) to put into a class book for classroom library.  Word Study: Students can create a sentence for their new word they created with their partner. | | As an alternative to creating a Power Point Presentation, students may create a book (or mini-book) based on their community member’s life. Students will present their book to the class. | | | Teacher will provide sentence frames or sentence starters to assist in the creation of Power Point presentations or mini-books. |
| Assessment(s) & Reflection | | | | | |
| Assessment(s):   * Students will present their Power Point to the class, as well as complete the Post-Assessment. | | | | | |
| Teacher Reflection: (Next steps?) | | | | | |

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